Cumberland Regional College

ANNUAL REPORT

2004 - 2005

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Regional Colleges

106-01988/

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Message From The Board Chairperson

Education and training is fundamental in the advancement of individuals, communities and society. Cumberland Regional College plays a pivotal role in providing needed education and training to the citizens and communities in northeastern Saskatchewan in order to advance the socio-economic development of the region and hence the province. The College is also a critical player in national initiatives. This breadth and depth of involvement is a tribute to the faculty and staff of the College.

Cumberland Regional College Board is responsible for the stewardship of the College, ensuring that the goals and objectives articulated in the business plan are fulfilled. The Board is proud to present the Annual Report which highlights key activities and accomplishments during 2004-05.

The Board met for 9 regular meetings and 3 special meeting throughout 2004-05. The Board ensured that the strategic directions of the College were being effectively achieved and that the College was expanding its capacity in the delivery of education and training. Activities such as increasing access through the utilization of technology enhanced learning and working with First Nation communities were integral to that expansion.

The Board annually revises its public relations and advocacy plan to ensure the Board is meeting a broad spectrum of individuals to discuss issues pertinent to adult learning opportunities. In 2004–05 the Board hosted a number of luncheon meetings with educational, business, and community leaders to discuss the role of the College within the community and ways to enhance that role.

The Board attended a number of functions throughout the year to celebrate the accomplishments of students and staff. The Board presented at the scholarship and graduation ceremonies as well as at the Staff Long Service Award ceremony.

A primary function of the Board is to establish College policy. In 2004-05 the Board worked extensively on a Board Governance policy. As well, a third of all policies were reviewed and revised to ensure they reflected the beliefs and practices of the College.

The Cumberland Regional College Board is proud to present the 2004-05 Annual Report.

Sincerely,

Tim Verklan
Board Chairperson

Cumberland Regional College
Board of Directors
2004-05

Helene Johnson, Archerwill

Tim Verklan, Board Chairperson Nipawin

Maurice Taylor, Tisdale

Mary Ellen Davis, Melfort

Margaret Crawford, Hudson Bay

Julien LeStrat, Tisdale

Don Hovdebo, Birch Hills

Board Meetings:
Regular Board Meetings: 9
Special Board Meetings: 3
Annual Board Meeting was conducted on June 28, 2005

Board Appointments:
ASRC Representative: Maurice Taylor
Signing Officers: Tim Verklan, Maurice Taylor

Chief Executive Officer's Report 2004/2005

Cumberland Regional College is a publicly funded institution that is committed to annually reporting the ways in which it responds to the educational needs of the citizens, businesses, organizations, and communities of the northeast region of Saskatchewan.

The **mission** of Cumberland Regional College is to provide quality lifelong learning opportunities today that prepare individuals and communities for tomorrow. We are committed to providing quality programs and services that are accessible, affordable, and flexible.

The goals and objectives of the new **Strategic Plan** focus on:

- Learners success;
- A seamless continuum of formal and informal learning opportunities;
- Inclusiveness; and
- Community and economic development.

The College's strategic plan incorporates the **Sector Plan** goals and recommendations from the Regional Colleges' Review*: **Futures Close to Home***.

Highlights for the year included:

- The College engaged in a variety of provincial key initiatives that enabled the Regional Colleges to be a cohesive system. Examples of these key initiatives are: **One Client Service Model/Student Information System MOU, Technology Enhanced Learning; Basic Education Curriculum Redesign, Rural Saskatchewan Older Workers project; Designation Framework MOA; Collective Agreement bargaining and Prior Learning Assessment Recognition** action plan.

- Cumberland Regional College partnered with 12 organizations to develop a **regional needs assessment** that provided the direction for educational programming.

- Cumberland Regional College partnered with **Aboriginal groups** in a variety of learning opportunities. Providing on-reserve training is becoming more prominent.

- Cumberland Regional College partnered with **Kelsey Trail Health Region** to deliver the Practical Nursing and Home Care Special Care Aid programs.

- Cumberland Regional College partnered with Parkland Regional College in investigating the feasibility of **recruiting foreign students** into the university courses the Colleges deliver.

- Cumberland Regional College collaborated with **Canada-Saskatchewan Career and Employment Services** to coordinate enhanced career and employment services in several communities in the northeast region.

- **Learning centers** provided broad educational services at all College sites.

- More **learners with disabilities** are requiring specialized support.

- The College coordinated an Office of Learning Technologies, HRDC project entitled **Links to Life Long Learning**. The purpose of the project is to research best practices in the use of learning technologies. The Tisdale School Division, Kinistin First Nation, and Eastern Region II Métis Nation are partners in the project.

- The College advanced the utilization of **educational technology** throughout the College's programming and services. Faculty and staff used videoconferencing, content manager, and virtual counseling to augment their practice and enhance access. Blended learning is becoming an integral component to the College's educational programming.

- There is an increasing trend towards industry credit training, particularly computer and industrial safety training.

- The College delivered educational programs and services to 7418 distinct students throughout the region.

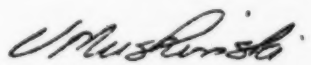
- In the Technical and Adult Basic Education programs 50% of the participants were aboriginal and 48% of the participants were youth.

- The University retention rate is 94%.

- The **scholarships** provided were for a value of $15,700.

- The new **strategic plan** was implemented.

In the coming year the College will continue to provide direction that is consistent with the Learning Sector Plan and the College's new strategic plan. The Training System Review Report will be a critical factor in informing the College's planning for the future. The unique needs of the region will continue to be a focus in program and service delivery. Performance measures, technology enhanced learning, and expanding partnerships within communities and with business and industry are but a few of the opportunities the College will address in the coming year.



Valerie Mushinski, Chief Executive Officer
Cumberland Regional College

Cumberland Regional College

Vision, Mission, and Value Statements

In the fall of 2004 Cumberland Regional College reviewed its Vision, Mission, and Value statements as part of the 2004 – 2007 Strategic Planning process. The following statements have been reconfirmed as part of this process:

VISION STATEMENT

Cumberland Regional College will be the first choice for adult education and training in north eastern Saskatchewan.

MISSION STATEMENT

Cumberland Regional College is committed to providing quality lifelong learning opportunities today that prepare individuals and communities for tomorrow.

VALUE STATEMENT

At Cumberland Regional College we are committed to providing quality progra[illegible]nd services that are accessible, affordable and flexible.

Education Week open house class demonstration, October 2004

2004 – 2007 STRATEGIC PLAN

2004/2005 was the initial year of a new three year strategic plan for Cumberland Regional College. In 2004, the College completed a consultative planning process, bringing several community and industry partners together for a strategic planning session. The experience was very valuable, and resulted in the following Goals and Objectives:

Goal #1: Learners Succeed

Objectives:

1.1 To facilitate learning that is learner/client centered, flexible, and adaptable.
1.2 To implement learner services that assist in overcoming barriers to learning.
1.3 To incorporate technology and blended learning into programs and services.
1.4 To increase access to programs, services, and resources for learning.
1.5 To be recognized as a learner-centered organization.

Goal #2: A Seamless Continuum of Formal and Informal Learning Opportunities

Objectives:

2.1 To incorporate Recognition of Prior Learning.
2.2 To facilitate partnerships between high school programs and College programs and services.
2.3 To research the feasibility of implementing two year programming.
2.4 To participate in sector planning and/or partnerships to support the students in the transition from learning to work.

Goal #3: Inclusiveness

Objectives:

3.1 To prepare the region for a representative workforce through education and training programs.
3.2 To assist clients/students with barriers to increase their participation in the workforce.
3.3 To create and maintain successful partnerships with equity group representative organizations and funding agencies.
3.4 To recruit and retain clients/students from target groups (low income, older workers, youth), and equity groups (aboriginal, special needs, visible minorities, women in non-traditional trades).

Goal #4: Community and Economic Development

Objectives:

4.1 To be a catalyst in community and economic development at a regional and local level.
4.2 To develop a skilled labour force for the future by providing focused skill training programs that support regional economic development and align with industry needs.
4.3 To increase capacity through delivery of innovative programs and services.
4.4 To improve the technological infrastructure of the College through research and innovation.

LEARNING PRINCIPLES

In March 2000, the College endorsed 12 principles that guide the College's learning and administrative practices. The College continues to strongly believe in these principles, and incorporate their intent in all policy development and planning activities:

1. Learning is as much a social process as an individual activity.
2. Learning is lifelong.
3. The effectiveness of technology as a tool for learning will be closely related to the learning methodologies used to employ the technology.
4. Learners are primarily responsible for their own learning process; however, they may also facilitate the learning of others or collaborate in the learning activities of others.
5. The Learner-Centered College creates substantive change in individual learners.
6. The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.
7. A Learner-Centered organization cannot be curriculum-centered, administration-centered, or facility-centered. Learning and the needs of the learner will be the highest priority in developing policies, programs, services, and practices.
8. Everyone working in the Learner-Centered organization is a learning facilitator and a learner.
9. Educators will be involved in many roles as learning facilitators: mentoring, case management, managing an array of learning resources, using technology to deliver information.
10. A Learner-Centered organization utilizes the resources of the learning community to the optimum.
11. Cumberland Regional College will collaborate with civic, private, public, and voluntary sectors to develop a long-term strategic plan for sustainability as a Learner-Centered organization within the context of multiple learning communities.
12. The Learning Community and the Regional College view economic development as part of community development.

Programs and Services Overview

Cumberland Regional College began the 2004/05 year with a new three year Strategic Plan, complete with a new set of performance measures. The new strategic plan identified four main goals, which reflect the mission, values and vision of the College, and continue to guide the decision making and planning processes.

Adult Basic Education continued to be an oversubscribed training need in the region throughout 2004/05, with a total full load equivalent of 221 enrolled in ABE and related programs. Again, the College committed to this program by offering additional programming by accessing restricted reserves, as indicated in the 2004/05 Business Plan.

Skills training opportunities in 2004/05 included many programs offered in partnership with other organizations. Eco Tourism was offered in partnership with Shoal Lake First Nations and East Side LIMB, as an initial stage to assist in a plan to create economic development opportunities at Pakwaw Lake (Shoal Lake). The Teacher Assistant program was offered in partnership with Red Earth First Nation and East Side LIMB to provide certification for teacher assistants in the area school systems. Home Care/Special Care Aide was also delivered via a partnership with the Métis Local at St. Louis, and with Dumont Technical Institute.

Other highlights for the 2004-05 program year included Cumberland Regional College's involvement with innovative projects. The *Links to Lifelong Learning* project continued through 2004/05, in partnership with the Eastern Region II Métis Nation, Kinistin First Nation, and the Tisdale School Division. The project enabled the partners to deliver enhanced learning opportunities for the clients in the region, by incorporating technology into teaching methods, and also by exploring various avenues on how educators can take full advantage of technology to enhance learning and provide greater access to programs. When completed, the project will have provided the College with valuable information on best practices for technology enhanced learning.

The following pages provide individual program highlights and accomplishments for the 2004-05 program year, as well as an overview on Cumberland Regional College's key initiatives, targets, and outcomes.

GOAL	1. Learners Succeed.	
OBJECTIVES	1.1 To facilitate learning that is learner/client centered, flexible, and adaptable. 1.2 To implement learner services that assist in overcoming barriers to learning. 1.3 To incorporate technology and blended learning into programs and services. 1.4 To increase access to programs, services, and resources for learning. 1.5 To be recognized as a learner-centered organization.	**KEY/MAJOR INITIATIVES**

PERFORMANCE MEASURES	**Measures**	**2004-05 Targets**	**2004-05 Results**
	Registration Rates 2000-01 Baseline Tech Programs: 153 Adult Basic Education: 155	Tech Programs: 155 ABE Programs: 180	Tech Programs: 179 ABE Programs: 200
	Graduation/Completion Rates 2000-01 Baseline Tech Programs: 92% Adult Basic Education: 71%	Tech Programs: 92% ABE Programs: 75%	Tech Programs: 82% ABE Programs: 61%
	Employment Rates 2000-01 Baseline Tech Programs: 69% Adult Basic Education: 38%	Tech Programs: 75% ABE Programs: 40%	Tech Programs: 70% ABE Programs: 21%

	Measures	2004-05 Targets	2004-05 Results
PERFORMANCE MEASURES	Further Training 2000-01 Baseline Tech Programs: 5% Adult Basic Education: 46%	Tech Programs: 10% ABE Programs: 55%	Tech Programs: 5% ABE Programs: 59%
	Student Satisfaction Survey 2002-03 Baseline Very Good to Excellent 86.5%	Very Good to Excellent 90%	Very Good to Excellent 86%
GOAL	2. A Seamless Continuum of Formal and Informal Learning Opportunities		
OBJECTIVES	2.1 To incorporate Recognition of Prior Learning 2.2 To facilitate partnerships between high school programs and college programs and services. 2.3 To research the feasibility of implementing two year programming. 2.4 To participate in sector planning and/or partnerships to support the students in the transition from learning to work.	KEY/MAJOR INITIATIVES	

	Measures	2004-05 Targets	2004-05 Results
PERFORMANCE MEASURES	Participant Hours 2000-01 Baseline: 295,367	359,225	*244,307
	Number of Exams Invigilated 2001-02 Baseline: 172	300	330
	Job Start/Future Skills Investment 2000-01 Baseline: $281,666	$125,000 (shadow allocation)	185,431
	Number of Full Load Equivalents in Credit/Non-credit Courses 2001-02 Baseline: Skills Training: 198.4FLE Basic Education: 329.7 FLE University: 47.8 FLE Non-Credit: 116.5 FLE Total FLE: 692.4 FLE	Total FLE: 720FLE	*338.20

Comparison to target is negatively skewed due to new Business Rules protocol.

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GOAL	3. Inclusiveness	
OBJECTIVES	3.1 To prepare the region for a representative workforce through education and training programs. 3.2 To assist clients/students with barriers to increase their participation in the work force. 3.3 To create and maintain successful partnerships with equity group representative organizations and funding agencies. 3.4 To recruit and retain clients/students from target groups (low income, older workers, youth), and equity groups (aboriginal, special needs, visible minorities, women in non-traditional trades).	**KEY/MAJOR INITIATIVES** Initiatives that were intended to achieve College targets

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PERFORMANCE MEASURES	Measures	2004-05 Targets	2004-05 Results
	Equity Stats: registered, graduated, employed 2000-01 Baseline for Adult Basic Education and Technical Programs: **Registered** Aboriginal – 50% Disabled – 7% Youth – 53% Visible Minority – 3% Women in Non-Traditional – 1% (Tech only) **Graduated/Completed** Aboriginal – 26% Disabled – 4% Youth – 39% Visible Minority – 2% Women in Non-Traditional – 1%(Tech only) **Employed (Adult Basic Ed only)** Aboriginal – 19% Disabled – 17% Youth – 12% Visible Minority – 0%	**Registered** Aboriginal – 50% Disabled – 7% Youth – 53% Visible Minority – 3% Women in Non-Traditional – 1% (Tech only) **Graduated/Completed** Aboriginal – 26% Disabled – 4% Youth – 39% Visible Minority – 2% Women in Non-Traditional – 1%(Tech only) **Employed (Adult Basic Ed only)** Aboriginal – 19% Disabled – 17% SAR – 24% Youth – 12% Visible Minority – 0%	**Registered** Aboriginal – 50% Disabled – 4% Youth – 48% Visible Minority – 2% Women in Non-Traditional – 1% (Tech only) **Graduated/Completed** Aboriginal – 30% Disabled – 3% Youth – 33% Visible Minority – 1% Women in Non-Traditional – 1% **Employed (Adult Basic Ed only)** Aboriginal – 7% Disabled – 1% Youth – 8% Visible Minority – 0%

ADULT BASIC EDUCATION CREDIT PROGRAMS

Adult Basic Education (ABE) Credit programs are designed for adults who did not complete their education in the regular school system. The following programs and services were offered in 2004/05:

- Adult 5-10
- Adult 12
- GED 12
- GED testing

These programs provide learning opportunities designed to:

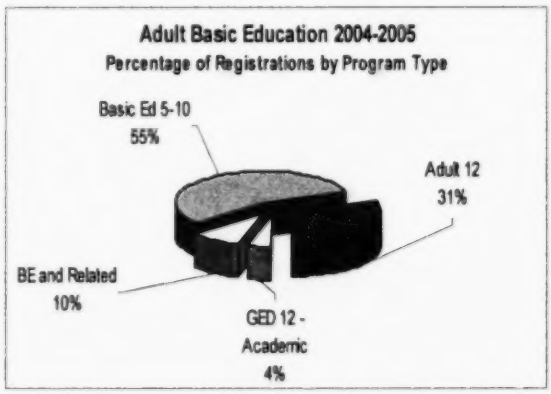
- Acquire and develop literacy and numeracy skills.
- Acquire the necessary academic pre-requisites in preparation for access to further post-secondary education and skills training opportunities, as well as employment and workplace training opportunities.
- Develop living and social skills.

Adult 5-10 and 12 Programs:

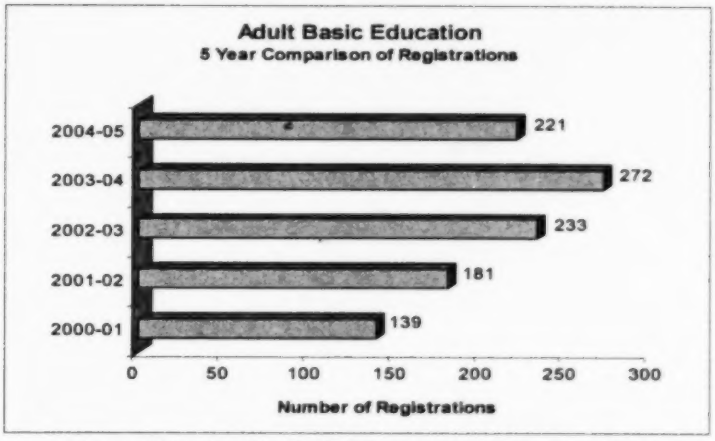
Cumberland Regional College offered full-time ***Adult 5-10 and 12*** programs in Melfort, Nipawin, Tisdale, and Hudson Bay during the 2004/05 academic year.

2004/05 Program Highlights:

- Adult Basic Education and Related programs included a total of 221 registrations in Adult 5-10, Adult 12, GED Preparation and ABE and related programs.
- **20** students received Adult 10 certificates and **38** were awarded Adult 12 certificates.
- All Adult 5-10 students in Melfort, Nipawin, Tisdale and Hudson Bay participated in a four-week Academic Readiness program.
- The Cumberland Regional College Communications 10 instructors developed five online themed units to support the new Level 3 curriculum.
- Chemistry 20/30 and Mathematics A30 were offered via videoconference between the Nipawin, Tisdale and Melfort sites.
- A block of career counselling was provided at the beginning of the Adult 12 program.
- All students had access to local counselling services.
- Support was provided for special needs students by hiring part-time tutors and a learning specialist, when required.
- Cumberland Regional College staff participated in a number of Redesign activities conducting pilot delivery of new Social Science and Life/Work Studies units.



The majority of the College's Adult Basic Education students are enrolled in Basic Ed 5-10.



The registrations in 2003-04 increased due to projects.

In 2005/2006 Cumberland Regional College plans to:

- Partner with other organizations to develop additional online resources for ABE.
- Continue to use videoconferencing to expand ABE course offerings.
- Continue partnering with local school divisions to offer programming for students aged 18 to 21.
- Continue to participate and implement ABE Redesign initiatives.
- Continue to maximize learning opportunities for part-time students to enter into Adult Basic Education programs.
- Develop a standardized computer training program for Cumberland Regional College ABE students.
- Continue to support special needs students by providing access to part-time tutors and the services of a learning specialist.
- Continue working with aboriginal groups to develop Adult 5 –10 and Adult 12 programs designed to meet the needs of their people.

Trends:

- A fixed capacity coupled with the increasing demand for Adult 5-10 and 12 programming continue to impact the College. The low education level and long waiting lists demonstrate the need for increased Adult 5-10 and 12 programming in the region.
- Clients of Adult 5–10 and 12 programs continue to be comprised of the following groups:
  - First Nations
  - Métis
  - Social Assistance Recipients
  - Youth
  - Unemployed
  - Adults facing barriers to employment
  - Adults seeking education for self-improvement

Adult Basic Education students conduct research to develop career plans.

GED Testing:

Many adults who did not complete high school acquire skills through experience, reading, and other informal learning. The *General Education Development (GED)* testing program is designed to determine the skill level of these adults, in comparison to high school graduates. Participants view the high school equivalency diploma as a recognized credential that provides opportunities for employment, advancement, and future training.

Saskatchewan residents who are 18 years of age or older can attain a Grade XII equivalency certificate by accessing the *General Education Development* preparation classes and testing services. Five standardized tests measure the major skills that are considered to be the lasting outcomes of high school. The five examinations are in the following categories:

1. Language Arts, Writing Skills
2. Language Arts, Reading
3. Social Studies
4. Science
5. Mathematics

Program Objectives:

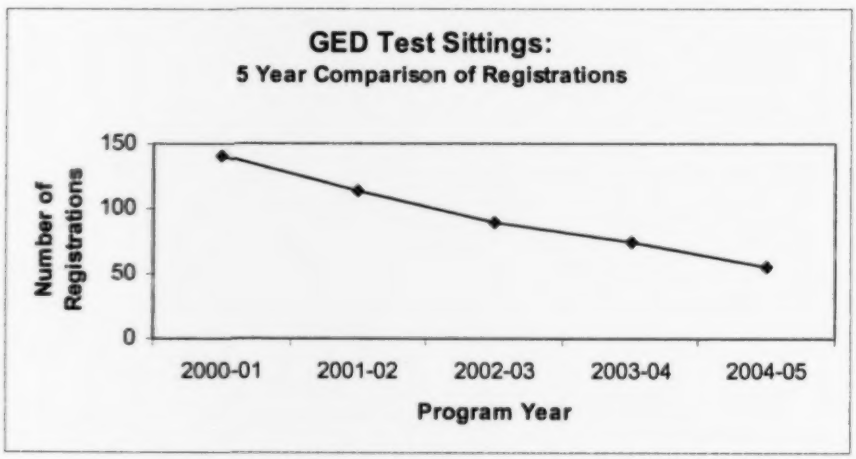
- To ensure that GED testing is offered consistently throughout the region.
- To accommodate requests from community organizations to offer special test sittings.
- To accommodate adults with disabilities who request special testing accommodations.
- To ensure that adults in the northeast region have access to GED testing services.

2004/05 Program Highlights:

- **55** people wrote the GED exams during 2004/2005.
- **12** test sittings were offered during the year.
- The number of requests for special test accommodations is increasing. In 2004-05, 4 students received special accommodations to write the GED exams.

Trends:

- Demand for GED testing peaked in 1999-2000 because of the new exam series. This reflects the provincial trend as registrations decreased after 2000 but are now starting to increase once again. It is expected that this trend will continue.
- The GED is recognized as an important credential by many residents in the region.
- A number of local employers require a Grade XII or equivalent as a prerequisite to employment.



ADULT BASIC EDUCATION NON-CREDIT PROGRAMS

Adult Basic Education non-credit programs are designed to assist adults in acquiring the knowledge and skills needed for employment, to prepare them for further academic studies, and to enhance their living and social skills. In order to meet the education, training, and employment needs of the region, the following non-credit programs and services were offered in 2004/2005:

- Literacy
- English as a Second Language Training

In the ***Literacy Program*** learners from all parts of the region work at various skill levels to improve their basic reading, writing, numeracy, and English as a Second Language (ESL) skills.

2004/2005 Program Highlights:

- **67** learners improved their literacy skills by participating in various literacy programs.
- **27** ESL learners participated in the Cumberland Regional College Literacy Program. The number of ESL learners in the region increased dramatically with the influx of immigrants recruited to work at Northern Steel in Tisdale.
- With funding support from Citizenship and Immigration Canada, the college offered a one-day ***ESL tutor training session*** to **28** participants.
- Canada-Saskatchewan Career and Employment provided funding to explore the need for ***English Language Training*** in the region. **71** businesses were contacted of which 21 were found to be either employed or owned/operated by New Canadians. A total of **54** New Canadians were identified and interviewed as part of this process.
- Cumberland Regional College tutors provided ***group literacy sessions*** twice a week at the four learning centers.
- A ***Family Literacy program*** was offered in Nipawin with support from ***Saskatchewan Learning*** and ***Kids First.***

An Adult Basic Education student helping her children with a Family Literacy Day activity.

- Adult Basic Education students from Melfort, Nipawin, Tisdale and Hudson Bay helped plan and deliver a ***Family Literacy Day*** event.
- An ***ESL program*** was offered during the summer months in Melfort.
- Promoted activities associated with a number of special literacy days, including International Literacy Day.

In the upcoming year, the College plans to:

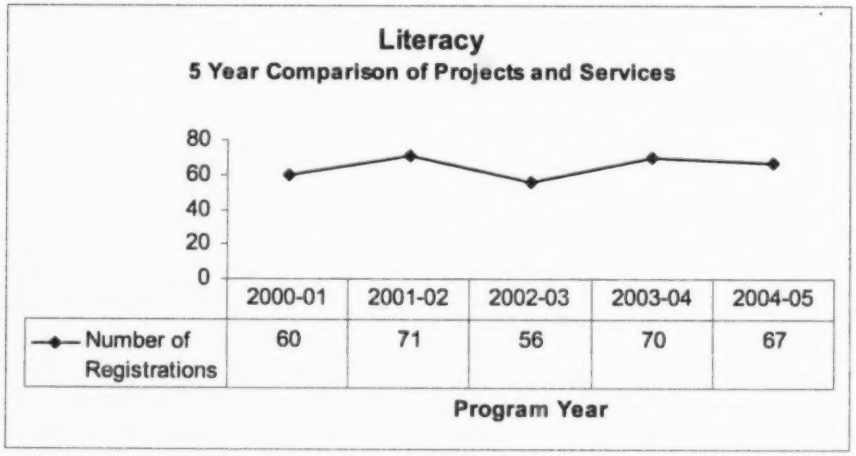
- Provide access to group literacy tutorial sessions throughout the region.
- Actively recruit new tutors and learners.
- Market the literacy program to businesses, community groups and other agencies.
- Build partnerships with community organizations to enhance the delivery of literacy programming.
- Apply for funding to offer a workplace ESL program.
- Apply for funding to offer a Family Literacy program.
- Provide ESL instruction through learning centre activities and the volunteer tutor program.
- Participate in ABE Redesign Level I and II workshops.
- Acknowledge tutor and learner participation.
- Provide services to learners in need of further assessment or external supports such as access to EAPD funding.
- Participate in special literacy day events including Family Literacy Day and International Literacy Day.

- Maintain provincial contact with other literacy organizations by attending provincial meetings and workshops.

Literacy Tutor Darrell Collins works with clients.

- Statistics indicate a high need for literacy in the region with approximately 21% of the working age population having less than a grade 9 education compared to the provincial average of 13%.
- A significant number of Adult Basic Education applicants require preliminary skill development in order to be successful in the Adult 5-10 program.
- Recruitment for literacy programming continues to be a major issue as many learners face multiple barriers, such as, childcare and transportation.
- There is a growing need for ESL instruction in the region as more employers are recruiting foreign workers to fill job vacancies. The College has relied heavily on volunteer tutors to provide support to ESL learners. In 2005-06, the number of immigrants is expected to increase to over 60 with additional employers recruiting foreign employees.

Trends:



Literacy enrollments have remained relatively stable the last 5 years.

SKILLS TRAINING CREDIT PROGRAMS

Skills Training credit programs are designed to provide training required for jobs in the labour market and to provide equitable access to credit training for rural residents. The amount and types of training provided are identified through a process involving labour market partnerships. These programs are funded through the Saskatchewan Skills Extension Program, Job Start/Future Skills, as well as many industry partnerships. Skills training credit programs include:

- Vocational/Technical: institute credit;
- Vocational/Technical: industry credit; and
- Apprenticeship and Trade.

Program Objectives:

- To provide accredited full-time and part-time technical and vocational skill training opportunities to adults in the College region.
- To provide upgrading of technical and vocational skills to employees and employers.
- To provide retraining to adults as a result of changing economic conditions, new employment opportunities, business and industry closure or reorganization, and changing career goals.
- To increase access and make skills training more timely and relevant to industry and community employment needs.
- To assist low income learners to access training close to home.
- To work with ***Job Start/Future Skills*** to provide a pool of skilled labour for business and industry in the region.
- To provide training for potential business and industry considering locating in the region.
- To provide training to individuals who are currently unemployed in order to develop their skills to find sustainable employment.
- To work in co-operation with **First Nations** and **Métis** groups in the College region.
- To promote equity, fairness, and diversity.

2004/05 Program Highlights:

- Truck Driver Training for Farmers was offered in a number of locations. With the implementation of the *Agriculture Policy Framework* the College expects to increase training opportunities for farmers throughout the College region.
- Eco Tourism was offered in partnership with Shoal Lake First Nations and East Side Limb. This was the initial stage in a plan to create economic development opportunities at Pakwaw Lake.
- The Teacher Assistant program was offered in partnership with Red Earth First Nations and East Side Limb. Certification for teacher assistants has become a priority for on reserve schools.
- **Home Care/Special Care Aide** was delivered in St.Louis and housed at the Métis Local in partnership with Dumont Technical Institute. Students continue to have a number of opportunities for employment upon completion of the program.
- The Teacher Assistant/ Early Childhood Education **dual certificate** was offered in Codette. The dual certificate will offer students additional credentials for employment opportunities in the region.

Carpentry student working on a project.

Trends:

- Training for employment in the Health Sector has increased over the past year; the College expects to have a number of additional offerings in partnership with the Health Region in the future.
- With the introduction of the Agricultural Policy Framework, it is anticipated that a number of producers will be seeking training that is linked to employment opportunities in the region.
- Certification for Teacher Assistants employed in the school divisions will become mandatory to maintain employment in 2006. Part-time delivery of this training may be required to meet this need.

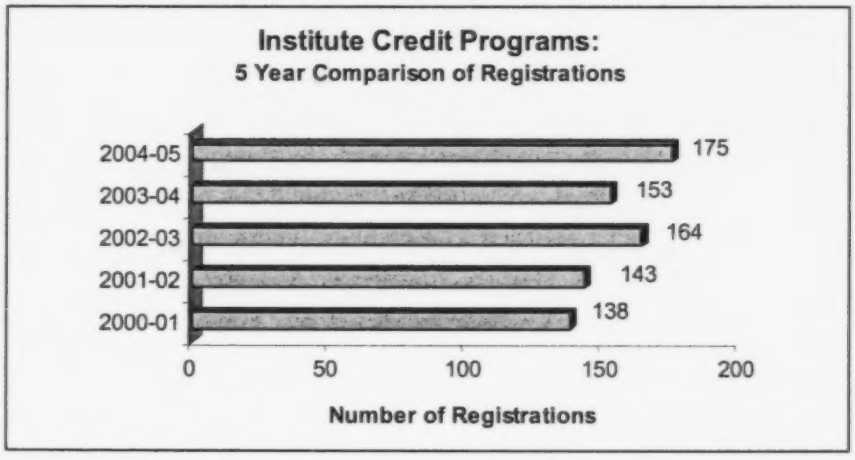
Future Plans:

- Cumberland Regional College plans to continue to develop stronger partnerships with aboriginal organizations to assist in the delivery of training.
- Cumberland Regional College plans to continue developing additional partnerships with industry, which will in turn increase the number of training and employment opportunities for adults in the College region.
- The College will continue to focus on local labour market needs in planning programs across the region.
- The College will continue to focus on pre-trades related training, linked to apprenticeship.

Tourism Essentials Training Project

This project was in partnership with Can Sask., HDSDC, STEC, East Side Limb and DTI. The project provided job readiness training, tourism essentials, and an opportunity for participants to experience the tourism workplace environment. The target audience was the unemployed and the Aboriginal youth in the region.

The desired outcome of this program was to give participants certification and job essential skills in order to maintain employment. The program was received in this area with great enthusiasm, resulting in over subscription. Results from the training were also very positive.



Figures prior to 2002-03 do not include SIAST SCN enrollments or Job Start/Future Skills clients.

Job Start/Future Skills

Workbased training is provided largely through the Job Start/Future Skills program. This program is designed to provide Saskatchewan businesses with an opportunity to train on-site in order to expand their businesses. Training is recognized through institutional credit, industry credit or the Apprenticeship and Trade Certification Commission, depending on the needs of the individual program.

2004/05 Program Highlights:

- Partnerships with Muskoday First Nations have resulted in a number of projects with the First Nations group from the Prince Albert rural area.

Trends:

- Most projects tend to be with smaller businesses, generally involving one to five trainees.
- Applications tend to be accessed by employers in the spring and fall seasons.
- Past employer applicants tend to provide the best marketing for this program.
- Hog barns in the region have been a substantive employer.
- Level 1 Apprenticeship in various trades has increased in popularity with employers in the region.

Students in the ECD/TA program take Professional Assault Response Training.

Industry Credit

Program Objectives:

- To provide businesses, industries and individuals access to industry credit courses such as health and safety, industrial safety, water and wastewater management and power engineering.

2004/2005 Program Highlights:

- The numbers of courses offered were significantly increased.
- Delivered an expanded array of Industrial Safety Training including Transportation of Dangerous Goods, H2S Alive, Confined Space Entry & Rescue and General Oilfield Driver Improvement.
- Delivered Industry Credit training to several businesses in the region including Acklands, AIM Supply, and Bank of Montreal.

Future Plans:

- To work with the Diamond Mining Exploration Companies to provide industry credit training.
- To market training opportunities to youth in order to get them job ready.
- To offer industry credit training in Bridging Programs to increase employability skills.

Trends:

- Over the past year, industry credit training has increased from **5947** participant hours in 2003-04 to **7072.5** participant hours in 2004-05.

Confined Space Entry & Rescue is one of several safety training courses offered.

SKILLS TRAINING NON-CREDIT PROGRAMS

Skills Training Non-Credit programs provide quality lifelong learning opportunities to adults of the region through direct programming and brokerage. Non-credit programs include the areas of business and industry, community and individual development, and personal interest courses.

Program Objectives:

- To work collaboratively in assessing the training needs of individuals, businesses and industries in the region and to develop programming to meet the identified needs.
- To expand relationships with specific target groups including business, industry, First Nations and Métis and to develop and deliver training to meet their needs.
- To utilize technology to enhance learning and increase accessibility.

2004/2005 Program Highlights:

- Industry Non-Credit programming increased with training delivered to local businesses and industries such as Bourgault Industries, Cornerstone Administration, Arborfield Dehydrating Plant, Weyerhaeuser, Kinistin Saulteaux Nation, and Sask Energy.
- **Cultural Awareness training** was set up for the Tisdale Credit Union Board members; seats were also available for the general public.
- The number of Community/Individual Non-Credit courses decreased as more of the training focused towards up-skilling of individuals within the workplace. Many seniors are taking the traditional face-to-face general public computer training.
- Delivered training for the **Rural and Northern Saskatchewan Older Workers Project.**
- Provided workshops in partnership with Agriculture Institute of Management in Saskatchewan (AIMS), Melfort Chamber of Commerce, Sask Agriculture, Food and Rural Revitalization and Advantage Credit Union.
- Provided a computer instructor in-service for orientation on new technology.
- Learners were able to access on-line learning through ***Education 2 Go*** and CRC **locally developed on-line courses.**
- Successfully piloted innovative approaches to learning – for example, provided access to on-line training at a physically disabled learner's home with instructor, tutor and technical support available.

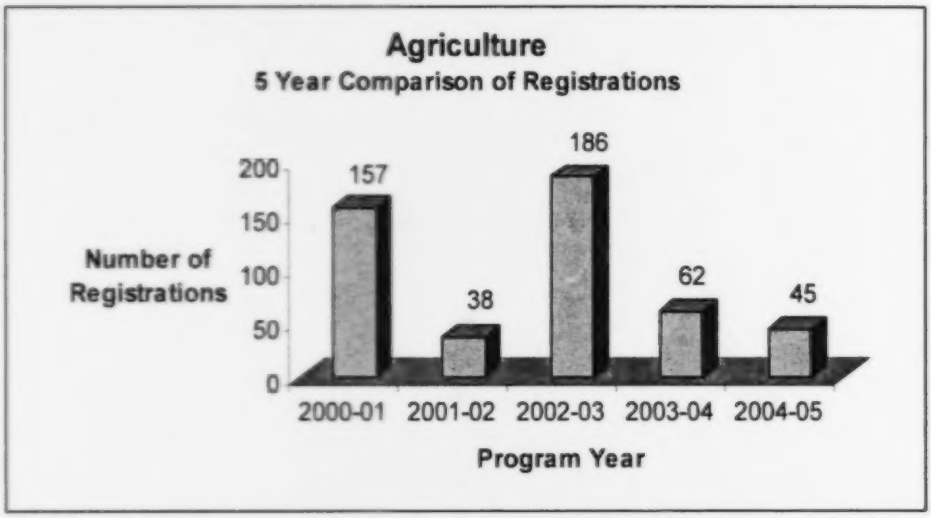
Future Plans:

- To continue to network with the business, industry and aboriginal communities to ensure learning needs are met.
- Partner with other colleges to seek innovative approaches to preparing individuals for the workforce.

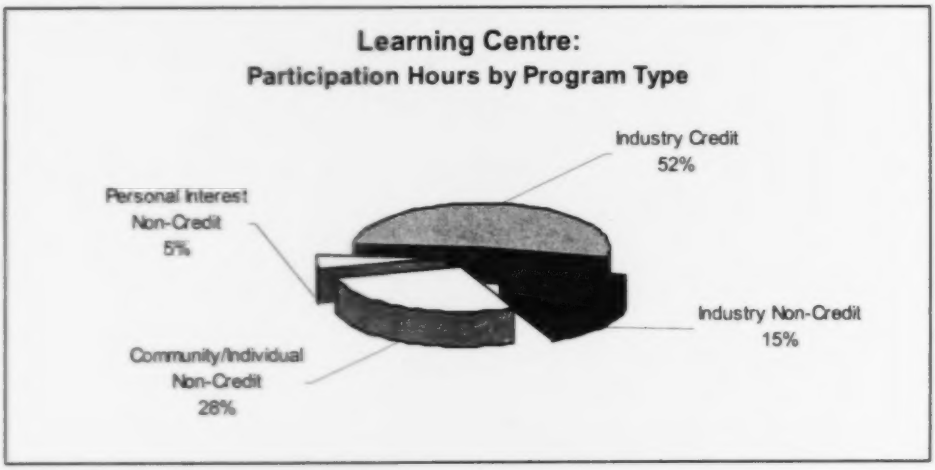
Trends:

- There is an increasing trend for individualized training particularly for sponsored programs through Career and Employment Services, Workers' Compensation or special projects.
- There is an increasing trend toward accessing on-line training.

Beginning on the Computer class in Hudson Bay.



Agriculture program enrolments have decreased over the last year, due largely to the decrease in net farm income.



Learning Centre programs continue to be dominated by Industry Credit programs. Computer training and Industrial Safety Training are the types of courses in highest demand.

UNIVERSITY PROGRAMS

The ***University Program*** provides students in the Cumberland Regional College area with a variety of courses from the **University of Saskatchewan** and the **University of Regina**. These courses are delivered by several modes including face-to-face, audio-conferencing, tutor-enhanced, web-based, and televised via the **Saskatchewan Communications Network (SCN)**.

Students have access to a number of services to ensure their university experience is successful. The College offers the following services free of charge to students:

- Academic Counselling
- Bookstore Services
- Career Counselling
- Computer Access
- Library Access
- Scholarship & Bursary Program
- Study Skills Workshops
- Writing Centre

Program Objective:

To offer a wide range of first and upper year university credit courses using a variety of delivery methods, program options, and delivery agents.

University of Saskatchewan Chemistry student

University of Saskatchewan Art studio class

Trends:

- The University of Saskatchewan and University of Regina continue to increase the number of web-based course offerings available for distance education learners.
- University enrollments remain relatively stable.
- Since the transferability of credits between the provincial universities has increased, more students are registering for courses from both institutions.

2004/2005 Program Highlights:

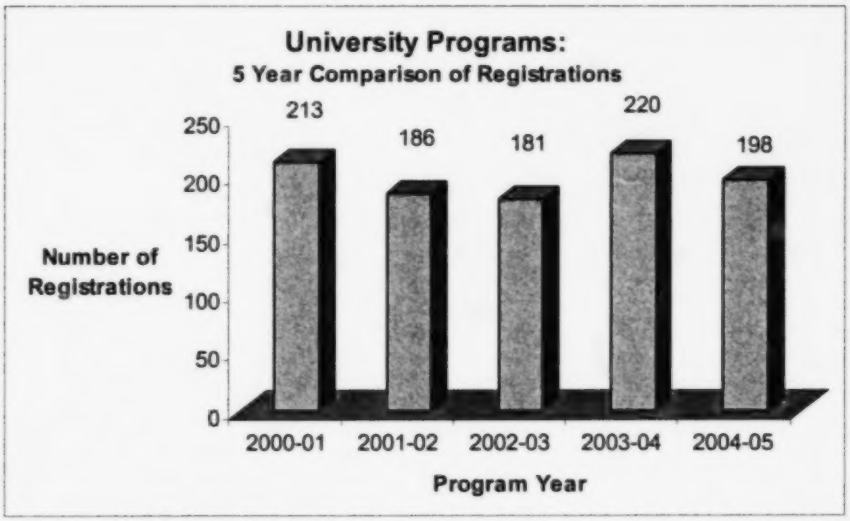
- A variety of university courses were offered throughout the year to **41.2 FLEs** with a total of **61** distinct students.
- Televised courses were available at **five** different locations throughout the region (Melfort, Tisdale, Nipawin, Hudson Bay, and Choiceland).
- Psychology 110.6 was offered via videoconference with an instructor in Melfort connecting to students at the Nipawin site.
- The College began exploring international recruitment and participated in an educational trade fair in Kenya.
- The College participated on the University of Saskatchewan's Regional Advisory Committee.
- Marketing the university program remained a priority.
- The retention rate for first year university was 94%

Future Plans:

In 2005/06 the College plans to:

- Continue to offer a variety of courses from the **University of Saskatchewan**, using a range of delivery methods including traditional, audio conferencing, televised, tutor enhanced independent studies, online and videoconferencing.
- Continue offering a variety of televised, online, and face-to-face courses from the **University of Regina.**
- Continue to explore the feasibility of recruiting international students.
- Increase the number of university enrollments by a minimum of 10%.
- Continue to give high priority to the marketing of the university program to recent high school graduates.
- Actively recruit First Nations and Métis students for university studies.

University of Saskatchewan televised English 110 class.



The number of University registrations has remained stable over the past five years.

LEARNER SERVICES

The primary focus of ***Learner Services*** is to provide programs and services that afford learners the maximum opportunity to succeed. Counsellors assist learners through a process of analyzing program and training options, self-assessment, goal setting, career planning, decision making, and critical thinking.

Program Objectives:

- To ensure counsellors are available and accessible to learners in all program areas and to prospective learners.
- To provide services and resources that will assist with the learner's academic achievement and personal well-being, as well as the development of his/her learning and career plans.
- To provide learner support services for distance learners.
- To explore programs and combinations of programs which lend themselves to individual learning methods.
- To adhere to the 12 Learning Principles of Cumberland Regional College.

2004/2005 Program Highlights:

- Delivered study skills workshops to students in a variety of programs as well as to individuals.
- Facilitated career planning for Adult Basic Education students.
- Assessment services provided for program admissions.
- Learner assistance procedures implemented to ensure accountability with respect to learner support.
- Provided student support systems that contributed to aboriginal learning environments and successful completion of programs. Counsellors work closely with post-secondary Counsellors at the Band level; staff also attended on-reserve functions such as a Language Festival at Kinistin.
- Programs and services were enhanced to meet the needs of a diverse array of learners by partnering with and/or referral to other agencies or programs; examples included the KidsFirst program, Abilities Council, Mental Health Services, Collective Kitchens, Elders Services, First Nations Bands, Métis Nations, etc.
- Provided career and employment services to eight rural sites within the College region in collaboration with the Department of Community Resources and Employment.
- Counsellors were available live via the College web page 16 hours per week to provide virtual counselling support.
- Counsellors worked with other stakeholders to meet the needs of learners; this is facilitated by participating on local intersectoral committees. The Manager of Learner Services participated as the chair of the Nipawin Integrated Services Committee, working towards developing a social plan and promoting the Aboriginal Employment Development Program within the community of Nipawin.
- Provided counselling services for the Ecotourism program held at Shoal Lake First Nation and the Teacher Assistant program at Red Earth First Nation.
- The Scholarship program increased the number of scholarships awarded to 30 scholarships for a total of $15,700.

The CRC Scholarship program awards over $15,000 to students annually.

- Exam invigilation services were provided for 330 learners.
- The college significantly increased its access to the **Employability Assistance for People with Disabilities** (EAPD) funding to support students. The College provided supports to 38 students who had a variety of disabilities. The supports included such things as assessments, tutors, special exam invigilation services, and special materials and supplies.
- College counsellors participated in **Recognition of Prior Learning (RPL)** training.
- The College participated in the **Rural and Northern Saskatchewan Older Workers Project.** Out of ten participants, 4 obtained full-time employment, 2 obtained part-time employment, 1 went on to further training. ePortfolios were developed by some of the participants.
- The **Links to Lifelong Learning Project,** funded by the Office of Learning Technologies, HRSDC, is researching best practices, with the use of learning technology, to enable community members to acquire marketable skills and enhance personal and community growth and development. The Tisdale School Division, Kinistin First Nation and Eastern Assiniboine Training and Employment Centre (Eastern Region II Metis Nation) are partners in the project.
- Learner access to and success with distance learning programs is supported through the **Technology Enhanced Learning** initiative. Counsellors, the Learning Center Coordinators and the Educational Technology Consultant all work to achieve this goal.
- An Educational Technology Team was established with its mission to develop, implement and evaluate an Educational Technology Plan for CRC to 2007.

Future Plans:

- To participate in another Older Workers Project to use best practices learned from previous projects to assist Older Workers to obtain employment.
- To work towards increasing Centennial Merit Scholarship donations from the community for our learners.
- To participate in the Canadian Agricultural Skills Services project within the Renewal Program of the Agricultural Policy Framework.
- To provide Career Services in partnership with the Eastside Local Indian Management Board on four area reserves.
- To provide a Transitions to Employment Program in partnership with the Oasis Community Resource Centre in Nipawin.

Statistics:

Cumberland Regional College counsellors provided career, academic, financial and personal counselling for **4565** contacts in 2004/2005; learner support for services such as exam invigilation, tutor matching and study skills was provided for **1365** individuals.

In February of 2005, Cumberland Regional College awarded $15,700 in scholarships to students enrolled in University, Technical, and Basic Education programs.

Trends:

- The need for support of students with disabilities is evident as more resources go toward providing testing, tutoring, and other specialized services.
- As the need for a trained workforce increases, the need for providing effective Learner Services becomes more important.

Students use on-line applications to research careers.

HUMAN RESOURCES

2004-2005 Human Resource Plan

Human Resource levels remained stable at Cumberland Regional College during the 2004/05 program year. All staff position fluctuations were due to the ending or beginning of term projects; therefore, core staff did not change. In 2004-05 the College implemented a change from term to permanent positions for all on-going Adult Basic Education instructional positions. This was enacted in order to eliminate the need for posting and bidding on these positions, thus creating more stability in the Adult Basic Education program.

During 2004-05 the College IT department devoted several hours to the development of an electronic tracking system for College human resources. The system was piloted at the end of the year, and will be implemented in 2005-06

In terms of policy development, no new Human Resources policies were introduced, although several existing policies were reviewed as part of a regular three year review schedule.

Due to a maternity leave, additional administrative staff was hired in 2004/05 to provide assistance to the accounting department.

The 2004-2007 Strategic Plan was implemented in the fall of 2004. In terms of Human Resources, emphasis in this strategic plan remained focused on initiatives related to recruitment and retention, and on building a representative workforce. *Goal #3: Inclusiveness* includes further objectives on how the College envisions its contribution to the region on preparing for a representative workforce, both as an employer and as an education and training institution. Further research was conducted throughout 2004-05, examining options and best practices in working toward a representative workforce.

2004 Long Service Awards: Board Member Mary Ellen Davis and Chief Executive Officer Valerie Mushinski congratulate Jennifer Stolearcius on 25 Years of Service with Cumberland Regional College.

Cumberland Regional College Staff 2004-2005

The total FTE for Administrative, Program, and Instructional College staff is 40.198.
The College employs approximately 75 contractual employees not included in the following list.

Administrative Staff

Valerie Mushinski ..... Chief Executive Officer
Leslee Serack ..... Director of Finance
Dara McMunn ..... Director of Development
Jennifer McBain ..... Executive Assistant/Secretary to the Board
Beverly Bothorel ..... Accounting Clerk
Debbie Grassing ..... Accounts Payable/Receivable Clerk

Program Staff

Brenda Mellon ..... Manager, Adult Education/Literacy/University
Carmen McRae-Ewen ..... SCN Attendant
Corinne Lam Ma ..... Counsellor, Learner Services
Cory Teale ..... Information Technology Analyst
Darcy Neufeld ..... Receptionist
Debbie Turgeon ..... Registrar
Debbie Zazelenchuk ..... Technical/Vocational/Future Skills Coordinator
Diane Muir ..... SCN Attendant
Donelda Brady ..... Learning Cetnre Coordinator
Elaine Valleau ..... Counsellor, Learner Services
Eleanor Wiebe ..... Receptionist
Gloria Rommel ..... SCN Attendant/Clerical
Ian Anderson ..... Information Technology Assistant
Jean Lidster ..... Links to Lifelong Learning Project Coordinator
Jennifer Stolearcius ..... Program Secretary
Joy Solsten ..... Manager, Technical, Future Skills and Agriculture
Julie Bedel ..... Manager, Learner Services
Kirk Kezema ..... Educational & Instructional Technology Consultant
Laurie Nielsen ..... Learning Centre Coordinator
Linda Kerslake ..... Counsellor, Learner Services
Lynda McPhee ..... Manager, Program Development
Lynette Gerski ..... SCN Attendant
Margaret Elchuk ..... SCN Attendant

Myra Paslowski	Receptionist
Pat Zales	Program Assistant
Sandra Stephenson	Learning Centre/Future Skills Coordinator
Sherilyn Coates	Counsellor, Learner Services
Trudi Webster	Learning Centre Coordinator

Instructional Staff

Andrea Staples	Practical Nursing Instructor
Beth Goertzen	Adult Basic Education Instructor
Cara Deobald	Business Certificate Instructor
Cara Deobald	Adult Basic Education Instructor
Darrell Collins	Adult Basic Education & Literacy Tutor
Dennis Wiebe	Business Certificate Instructor
Dennis Wiebe	Adult Basic Education Instructor
Diane Berge	Teacher Assistant/ECD Instructor
Dorthy Allen	Adult Basic Education Instructor
Jack Pryor	Adult Basic Education Instructor
Jack Pryor	Pre-Employment Welding/ECE Instructor
Janice Dyck	Adult Basic Education Instructor
Jeannine Hinrichsen	Practical Nursing Instructor
Jim Kulpa	Adult Basic Education Instructor
Kathie Jones	Adult Basic Education Instructor
Kirk Kezema	Business Certificate Instructor
Kirk Kezema	Teacher Assistant/ECE Instructor
Laurie Nielsen	Adult Basic Education & Literacy Tutor
Linda McAuley Elliott	Teacher Assistant/ECD Instructor
Lisa Neufeld	Adult Basic Education & Literacy Tutor
Lonnie Deobald	Business Certificate Instructor
Louise Kosokowsky	Home Care/Special Care Aide Instructor
Margo Anderson-Boucher	Early Childhood Development Instructor
Mike Hardwicke	Adult Basic Education Instructor
Myrne Boe	Adult Basic Education Instructor
Ramona Swenson	Home Care/Special Care Aide Instructor
Robert Deptuck	Eco Tourism Instructor
Sheryl Humphries	Adult Basic Education Instructor

CUMBERLAND REGIONAL COLLEGE
Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Neumann & Neumann Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Chief Executive Officer

Director of Finance

September 16, 2005
Date

Neumann & Neumann
Chartered Accountants

Board of Directors
Cumberland Regional College
Nipawin, Saskatchewan

AUDITORS' REPORT

We have audited the statement of financial position of Cumberland Regional College as at June 30, 2005 and the statements of operations, changes in net assets and cash flows for the year then ended. The College's management is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2005 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Chartered Accountants

Nipawin, Saskatchewan
September 16, 2005

CUMBERLAND REGIONAL COLLEGE

FINANCIAL STATEMENTS

JUNE 30, 2005

STATEMENT OF FINANCIAL POSITION
AS AT JUNE 30, 2005

Statement 1

	2005			2004
	Operating	Capital	Total	Total
ASSETS				
Current Assets				
Cash	$1,653,521	$ 465,200	$2,118,721	$1,794,376
Accounts receivable (note 3)	291,421	--	291,421	190,422
Prepaid expenses	12,748	--	12,748	17,398
	1,957,690	465,200	2,422,890	2,002,196
Investments (note 4)	100,000	--	100,000	100,000
Capital Assets (note 5)	--	756,345	756,345	834,818
	$2,057,690	$1,221,545	$3,279,235	$2,937,014
LIABILITIES				
Current Liabilities				
Accrued salaries and benefits	$ 98,494	$ --	$ 98,494	$ 99,677
Accounts payable and accrued liabilities (note 7)	174,563	--	174,563	107,112
Unearned revenue (note 8)	660,174	--	660,174	624,192
	933,231	--	933,231	830,981
NET ASSETS				
Invested in capital assets	--	756,345	756,345	834,818
Externally restricted	--	25,000	25,000	--
Internally restricted (note 9)	1,004,459	440,200	1,444,659	1,161,215
Unrestricted	120,000	--	120,000	110,000
	1,124,459	1,221,545	2,346,004	2,106,033
	$2,057,690	$1,221,545	$3,279,235	$2,937,014

APPROVED ON BEHALF OF THE BOARD

Director

Director

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF OPERATIONS
FOR THE YEAR ENDED JUNE 30, 2005

Statement 2

	Operating			Capital		Total	
	2005 Budget (Note 11)	2005	2004	2005	2004	2005	2004
Revenues (Schedule 1)							
Provincial Government	$2,740,911	$2,873,807	$2,778,381	$ 50,000	$ --	$2,923,807	$2,778,381
Federal Government	119,519	128,563	123,922	--	--	128,563	123,922
Other Revenue	685,895	1,058,644	935,732	--	--	1,058,644	935,732
Total revenues	3,546,325	4,061,014	3,838,035	50,000	--	4,111,014	3,838,035
Expenses (Schedule 2)							
Agency Contracts	419,157	658,830	613,478	--	--	658,830	613,478
Amortization	--	--	--	116,150	132,182	116,150	132,182
Equipment	101,871	92,849	80,684	--	--	92,849	85,335
Facilities	160,094	173,764	179,265	--	--	173,764	174,614
Information Technology	49,675	25,461	25,195	--	--	25,461	25,195
Operating (Schedule 3)	490,075	429,772	401,079	--	--	429,772	401,079
Personnel Services	2,408,282	2,374,217	2,360,929	--	--	2,374,217	2,360,929
Total expenses	3,629,154	3,754,893	3,660,630	116,150	132,182	3,871,043	3,792,812
Excess (deficiency) of revenues over expenses	$ (82,829)	$ 306,121	$ 177,405	$ (66,150)	$ (132,182)	$ 239,971	$ 45,223

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2005

Statement 3

	2005				2004
	Invested in capital assets	Restricted	Unrestricted	Total	Total
Net assets, beginning of year	$ 834,818	$1,161,215	$ 110,000	$2,106,033	$2,060,810
Excess (deficiency) of revenues over expenses	(66,150)	--	306,121	239,971	45,223
Interfund transfers:					
Investment in capital assets	(12,323)	25,000	(12,677)	--	--
Internally imposed restrictions	--	283,444	(283,444)	--	--
Net assets, end of year	$ 756,345	$1,469,659	$ 120,000	$2,346,004	$2,106,033

Restricted Details:

Externally Restricted	Balance, beginning of the year	To Restricted	From Restricted	Balance, end of the year
Sask Learning Capital	$ --	$ 25,000	$ --	$ 25,000
Internally Restricted (note 9)				
College Marketing	--	10,000	--	10,000
Professional Development	25,654	62,413	--	88,067
Personal Professional Development	--	12,587	--	12,587
Programs	784,926	108,879	--	893,805
Capital	200,635	102,242	(12,677)	290,200
Nipawin Facility	150,000	--	--	150,000
	1,161,215	296,121	(12,677)	1,444,659
	$1,161,215	$ 321,121	$ (12,677)	$1,469,659

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2005

Statement 4

	2005	2004
Cash flows from operating activities		
Excess of revenues over expenses	$ 239,971	$ 45,223
Amortization of capital assets	116,150	132,182
Net change in non-cash working capital (note 10)	5,901	23,880
	362,022	201,285
Cash flows from investing activities		
Purchase of capital assets	(37,677)	(73,200)
Decrease in investments	--	250,000
	(37,677)	176,800
Net increase in cash	324,345	378,085
Cash, beginning of year	1,794,376	1,416,291
Cash, end of year	$2,118,721	$1,794,376

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND REVENUES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2005

Schedule 1

	2005										
	General	Skills Training		Basic Education		University	Services		Total	2005 Budget (Note 11)	2004 Total
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel			
Provincial Government											
Saskatchewan Learning											
Operating grant	$1,379,025	$ --	$ --	$ --	$ --	$	$ --	$ --	$1,379,025	$1,379,025	$1,368,523
Program payments	--	871,846	10,916	389,627	45,000		53,997	--	1,371,386	1,358,389	1,320,490
Other	--	--	--	--	5,774	--	28,947	--	34,721	3,497	49,828
	1,379,025	871,846	10,916	389,627	50,774	--	82,944	--	2,785,132	2,740,911	2,738,841
Other Provincial	13,696	--	--	5,928	12,246	--	415	56,390	88,675	--	39,540
	1,392,721	871,846	10,916	395,555	63,020	--	83,359	56,390	2,873,807	2,740,911	2,778,381
Federal Government											
Admin recovery	--	--	--	--	--	--	--	--	--	--	--
Seat purchases	--	--	--	--	--	--	--	--	--	--	--
Projects	--	--	--	--	--	--	124,567	--	124,567	116,519	120,872
Other	3,000	--	--	--	996	--	--	--	3,996	3,000	3,050
	3,000	--	--	--	996	--	124,567	--	128,563	119,519	123,922
Other Revenue											
Admin recovery	2,972	--	--	--	--	--	--	--	2,972	--	3,933
Contracts	33,291	267,449	--	162,452	1,172	13,600	860	710	479,534	275,370	348,348
Interest	62,035	--	--	--	--	--	--	--	62,035	80,000	74,007
Rents	1,195	--	--	--	--	--	--	--	1,195	--	4,429
Resale Items	1,894	40,445	13,700	--	1,204	24,490	--	--	81,733	82,250	75,362
Tuitions	--	185,220	109,339	--	1,154	4,788	6,156	--	306,657	236,525	281,743
Other	7,345	2,250	45	--	--	83,615	31,263	--	124,518	11,750	147,910
	108,732	495,364	123,084	162,452	3,530	126,493	38,279	710	1,058,644	685,895	935,732
Total revenue	1,504,453	1,367,210	134,000	558,007	67,546	126,493	246,205	57,100	4,061,014	3,546,325	3,838,035
Total operating fund expenses (Schedule 2)	1,396,584	1,089,739	110,405	429,191	54,116	196,485	359,902	118,471	3,754,893	3,629,154	3,660,630
Excess (deficiency) of revenues over expenses	$ 107,869	$ 277,471	$ 23,595	$ 128,816	$ 13,430	$ (69,992)	$ (113,697)	$ (61,371)	$ 306,121	$ (82,829)	$ 177,405

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND EXPENSES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2005

Schedule 2

	2005										
	General	Skills Training		Basic Education		University	Services			2005 Budget (Note 11)	2004 Total
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total		
Agency Contracts	$ --	$ 569,767	$ 12,633	$ 4,104	$ --	$ 28,779	$ 43,547	$ --	$ 658,830	$ 419,157	$ 613,478
Equipment	70,876	5,038	915	1,556	431	1,435	8,653	3,945	92,849	101,871	85,335
Facilities	131,556	39,311	979	--	30	1,642	246	--	173,764	160,094	174,614
Information Technology	20,457	544	401	--	--	119	1,228	2,712	25,461	49,675	25,195
Operating (Schedule 3)	186,926	99,987	43,082	17,547	8,600	46,369	19,487	7,774	429,772	490,075	401,079
Personnel services	986,769	375,092	52,395	405,984	45,055	118,141	286,741	104,040	2,374,217	2,408,282	2,360,929
	$1,396,584	$1,089,739	$ 110,405	$ 429,191	$ 54,116	$ 196,485	$ 359,902	$ 118,471	$3,754,893	$3,629,154	$3,660,630
			$1,200,144		$ 483,307			$ 478,373			

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING EXPENSES
FOR THE YEAR ENDED JUNE 30, 2005

Schedule 3

	2005 Budget (Note 11)	2005 Total	2004 Total
Advertising	$ 49,625	$ 54,332	$ 49,562
Association Fees and Dues	8,715	8,210	8,146
Bad Debts	--	--	--
Financial Services	1,115	856	837
In-Service	27,601	13,438	8,513
Insurance	8,174	8,092	8,418
Materials and Supplies	68,285	72,841	60,913
Postage, Freight and Courier	12,150	18,826	13,694
Printing and Copying	25,750	16,200	15,460
Professional Services	83,928	14,869	34,718
Resale Items	79,250	87,015	82,069
Subscriptions	2,550	1,706	1,782
Telephone and Fax	43,535	44,514	43,412
Travel	68,622	77,266	62,169
Other	10,775	11,607	11,386
	$490,075	$429,772	$401,079

CUMBERLAND REGIONAL COLLEGE

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2005

1. PURPOSE AND AUTHORITY

The Cumberland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the Colleges is to provide credit and non-credit classroom and vocational training to meet the needs of the regional constituents and industry. The Cumberland Regional College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

(a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

2. SIGNIFICANT ACCOUNTING POLICIES cont'd

(b) Revenue recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

(c) Capital assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under $500 are expensed in the current year. Capital assets are amortized on a straight-line basis over their estimated useful lives as follows, and amortization is reported as an expense in the capital fund.

Buildings	5%
Leasehold improvements	5%
Furniture and equipment	10% to 33%
Vehicles	20%

(d) Cash

Cash is represented by cash on hand and balances with banks.

(e) Investments

Investments are recorded at the lower of cost and market value.

3. ACCOUNTS RECEIVABLE

Accounts receivable are composed of the following:

	2005	2004
Saskatchewan Learning	$ 87,097	$120,905
Federal government	105,425	6,004
Other	98,899	63,513
	$291,421	$190,422

4. INVESTMENTS

Investments consist of:

	Interest Rate	Maturity Date	2005	2004
Sask Savings Bond	5.75%	July, 2005	$100,000	$100,000
			$100,000	$100,000

5. CAPITAL ASSETS

	2005			2004
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	$ 973,612	$ 437,126	$536,486	$ 585,167
Leasehold improvements	258,242	109,830	148,412	161,324
Furniture/ equipment	523,175	451,728	71,447	88,327
Vehicles	23,486	23,486	--	--
	$1,778,515	$1,022,170	$756,345	$ 834,818

6. LEASE OBLIGATIONS

The College is committed under an annual term lease for office space at the following minimum amount for the next year (exclusive of proportionate increases and additional occupancy costs - the lease is negotiated annually):

2006	$23,442

The College is committed under an operating lease for office equipment as follows:

2006	$34,227
2007	34,227
2008	34,227

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Accounts payable are composed of the following:

	2005	2004
Province of Saskatchewan	$ 1,066	$ 522
Federal government	53,285	51,677
Other	120,212	54,913
	$174,563	$107,112

8. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2005	2004
Saskatchewan Learning	$643,674	$624,192
Other	16,500	--
	$660,174	$624,192

9. RESTRICTIONS ON NET ASSETS

During the year the Board of Directors have placed internal restrictions on $296,121 (2004 - $214,696) of unrestricted net assets to be used for various purposes as indicated on Statement 3.

10. NET CHANGE IN NON-CASH WORKING CAPITAL

	2005	2004
Accounts receivable	$(100,999)	$ (21,050)
Prepaid expenses	4,650	1,572
Accounts payable, salaries payable and accrued vacation payable	66,268	47,559
Unearned revenue	35,982	(4,201)
Net increase in cash	$ 5,901	$ 23,880

11. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on April 27, 2004. The Minister approved the budget on June 24, 2004.

12. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

Related party expenses during the year were as follows:

	2005	2004
SaskTel	$ 46,775	$ 43,412
Saskatchewan Property Management	58,303	58,070
University of Saskatchewan	31,566	37,361
University of Regina	5,693	2,368
	$142,337	$141,211

Other transactions with related parties are disclosed elsewhere in these financial statements.

13. FINANCIAL INSTRUMENTS

The College's significant financial instruments consist of cash, accounts receivable, investments, accounts payable and accrued liabilities.

(a) The carrying amount of cash, accounts receivable, accounts payable and accrued liabilities approximates fair market value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.

The fair market value of investments is considered to approximate market value which is $100,000 (2004 - $100,000).

13. FINANCIAL INSTRUMENTS CONT'D

(b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the provincial and federal government, therefore, credit risk is minimal.

14. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in the Teachers' Superannuation Plan (TSP) or the Saskatchewan Teachers Retirement Plan (STRP) which are administered by the Teachers' Superannuation Commission. The Board has no financial obligation to TSP or STRP. Eligible employees contribute to TSP and STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the required employer contributions of the STRP and for the financial obligations of the TSP. All other employees participate through Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to $58,224 (2004 - $50,898).

Glossary of Terms

Casual Student: A person who is taking courses within a program group that collectively total less than 30 hours of scheduled class time.

Community/Individual Non Credit: Education and training that (a) leads to or enhances a person(s) employability or (b) enhances community and/or social development but does not result in credentials or certification recognized by an industry, association or sector, regulatory body or licensing agency.

Completer: A student who has completed the time requirement of a course or all courses within a program session.

Completed Successfully: A student who has successfully completed all requirements of a non-credit program. (course(s) default: 'completed-passed')

CRC: Cumberland Regional College.

Credit: Learning which is certified by a recognized body.

Distinct Student: An individual participating, over an identified period of time, in one or more program sessions offered by the College.

EI: Employment Insurance.

FLE: Full Load Equivalency, the total participant hours divided by the generally accepted full-load equivalent factor for a program group.

FTE: Staff Full Time Equivalency.

Full-Time Student: A person who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

(a) for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
(b) for university courses: a minimum of 9 hours of scheduled class time per week for a minimum of period of 13 weeks.

GED: General Education Development, is a series of exams that are written to determine grade 12 equivalency.

Graduate: A student who has successfully completed all program requirements and attained a level of standing resulting in credit recognition from an accrediting institution/industry and/or regulatory body. (course(s) default: 'completed-passed')

HRSDC: Human Resources and Skills Development Canada.

Industry Credit: Education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Industry Non Credit: Education and training that meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry, association or sector, regulatory body or licensing agency.

Institute Credit: Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit-granting agency.

Non-Credit: Learning which may include some form of evaluation however, does not result in certification by a recognized body.

Participant Hours: The total time (in hours) that a student is actively involved in a program (courses) session.

Part-Time Student: A person who is: (a) taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) taking courses that are at least 12 weeks in duration but collectively require less than 18 hour of scheduled class time per week.

Personal Interest Non-Credit: Education and training that meets the needs of individual(s) or group(s) for the purpose of enhancing their hobby, leisure and recreation skills.

Program: A course(s) of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours).

Registration: The number of students registered.

SARS: Social Assistance Recipients.

SCN: Saskatchewan Communications Network is a satellite delivery system for distance education courses.

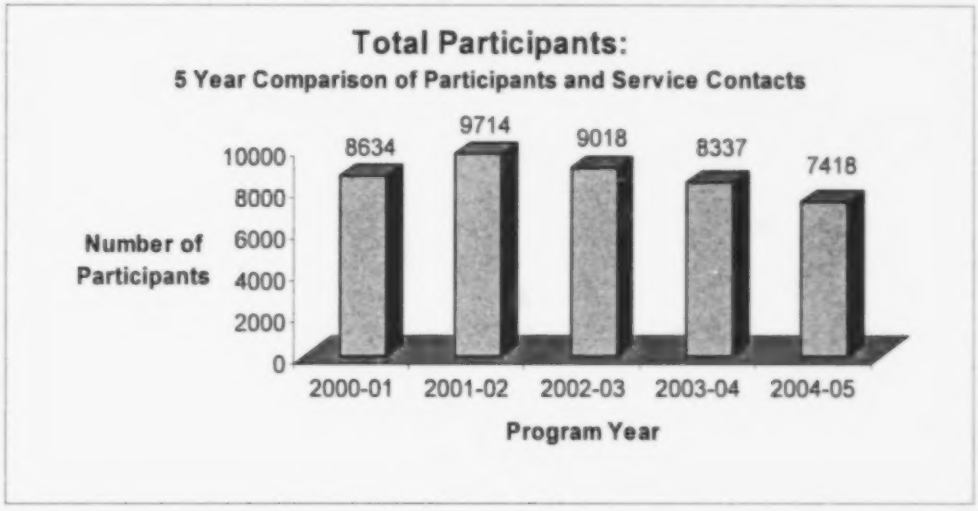
Service: The formal act (activities, which are tracked,) of helping, providing assistance and/or advice.

SIS: Student Information System refers to a computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. This system is also used by a number of other partners.

TEL: Technology Enhanced Learning.

Charts and Graphs

Cumberland Regional College
5 Year Comparisons, 2004-05



The decrease in the number of participants and participant hours in 2004-05 is primarily due to a change in SIS reporting for learner services e.g. First Aid, WHMIS, and Beginning on the Computer delivered to credit programs, the completion of the Willing to Work non-credit project, and the inconsistency in tracking service contacts.

Cumberland Regional College

Table 1: Comprehensive Enrollment by Program Groups

The following chart represents the enrollment figures for Cumberland Regional College as a whole. These figures do not include Job Start/Future Skills enrollments or Learner Services Contact.

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	35	109	1	54.15	55	92	4	68.33
	Other	25	1	0	24.21	24	4	0	20.14
	Apprenticeship & Trade								
	Total Institute Credit	60	110	1	78.36	79	96	4	88.47
	Industry Credit:								
	Total Industry Credit	0	88	145	24.78	9	49	161	29.47
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	14	63	507	82.72	0	63	403	26.61
TOTAL SKILLS TRAINING		74	261	653	185.9	88	208	568	144.6
ADULT BASIC EDUCATION	**ABE Credit:**								
	Adult 12	85	45	0	74.89	78	44		90.73
	Adult 10	91	14	0	68.51	51	18		55.07
	Academic GED					8	1		12.93
	Total BE Credit	176	59	0	143.4	137	63		158.7
	ABE Non-Credit:								
	Employability/Life Skills	8			6.61				
	English Language Training								
	General Academic Studies	26			12.27	0	11		0.56
	Literacy	14			1.74	10	0		2.29
	Total ABE Non-Credit	48	0	0	20.62	10	11		2.85
TOTAL ADUL BASIC EDUCATION		224	59	0	164	147	74		161.6
UNIVERSITY	***Total University***	28	36	0	35.26	28	40		32.1
TOTAL ENROLLMENT		326	356	653	385.1	263	322	568	338.2

Non credit enrollments are significantly low in 2004-05 due to a change in SIS reporting for Learner Services e.g. First Aid, WHMIS, and Beginning on the Computer delivered to credit programs and the completion of the Willing to Work non-credit project.

Literacy stats reflect enrollments in literacy projects only. Individual literacy registrants are captured in Services Statistics. See page __ for 5 year trend of Literacy participation. English language training stats are also incorporated in this trend analysis.

Cumberland Regional College

Table 1A: **Enrollment by Program Groups for each College Program Delivery Centre**

Cumberland Regional College Comprehensive Student Enrollment: Melfort Campus									
		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	7	46	1	21.9	40	39	0	53.15
	Other	10	1	0	8.4	0	1	0	0.06
	Apprenticeship & Trade								
	Total Institute Credit	17	47	1	30.3	40	40	0	53.21
	Industry Credit:								
	Total Industry Credit	0	33	72	8.1	0	12	83	8.58
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	15	137	10	0	15	104	6.74
TOTAL SKILLS TRAINING		17	95	210	48.4	40	67	187	68.53
ADULT BASIC EDUCATION	**ABE Credit:**								
	Adult 12	19	9	0	20.4	22	18	0	28.85
	BE 10	39	3	0	28.6	19	2	0	18.64
	Academic GED					2	0	0	3.47
	Total ABE Credit	58	12	0	49	43	20	0	50.96
	ABE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies	16	0	0	6.3				
	Literacy	8	0	0	0.5				
	Total ABE Non-Credit	24	0	0	6.8	0	0	0	0
TOTAL ADULT BASIC EDUCATION		82	12	0	55.8	43	20	0	50.96
UNIVERSITY	***Total University***	23	15	0	25.3	22	23	0	23.2
TOTAL ENROLLMENT		122	122	210	129.5	105	110	187	142.69

Cumberland Regional College Comprehensive Student Enrollment: Nipawin Campus									
		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLE's	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	**Institute Credit:**								
TRAINING	SIAST	12	21		12	15	23	4	10.9
	Other	15			15.8	24	3	0	20.08
	Apprenticeship & Trade								
	Total Institute Credit	27	21	0	27.8	39	26	4	30.98
	Industry Credit:								
	Total Industry Credit		11	42	6.2	9	9	22	12.93
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit		26	150	10.7	0	34	125	11.72
TOTAL SKILLS TRAINING		27	58	192	44.7	48	69	151	55.63
ADULT BASIC EDUCATION	**ABE Credit:**								
	Adult 12	25	15		20.9	31	6	0	31.56
	BE 10	19	3		15.9	15	3	0	15.28
	Academic GED					3	1	0	5.4
	Total ABE Credit	44	18	0	36.8	49	10	0	52.24
	ABE Non-Credit:								
	Employability/Life Skills	8			6.6				
	English Language Training								
	General Academic Studies	5			0.3	0	6	0	0.34
	Literacy	6			1.3	10	0	0	2.29
	Total ABE Non-Credit	19	0	0	8.2	10	6	0	2.63
TOTAL ADULT BASIC EDUCATION		63	18	0	45	59	16	0	54.87
UNIVERSITY	***Total University***					3	12		4.5
TOTAL ENROLLMENT		90	76	192	89.7	110	97	151	115

Cumberland Regional College Comprehensive Student Enrollment: Tisdale Campus									
		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	**Institute Credit:**								
TRAINING	SIAST	16	40		19.4	0	27	0	3.79
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	16	40	0	19.4	0	27	0	3.79
	Industry Credit:								
	Total Industry Credit		35	27	8.6	0	27	44	7.55
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	14	19	128	57.9	0	12	118	5.77
TOTAL SKILLS TRAINING		30	94	155	85.9	0	66	162	17.11
ADULT BASIC EDUCATION	**ABE Credit:**								
	Adult 12	26	18		20.4	18	12	0	19.52
	BE 10	21	3		14.3	12	7	0	13.34
	Academic GED					2	0	0	3.1
	Total ABE Credit	47	21	0	34.7	32	19	0	35.96
	ABE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies					0	5	0	0.21
	Literacy								
	Total ABE Non-Credit	0	0	0	0	0	5	0	0.21
TOTAL ADULT BASIC EDUCATION		47	21	0	34.7	32	24	0	36.17
UNIVERSITY	***Total University***		25		4.9	0	20	0	4
TOTAL ENROLLMENT		77	140	155	125.5	32	110	162	57.28

Non credit enrollments are significantly higher in 2003-04 due to the Willing to Work project being delivered in Tisdale.

Cumberland Regional College Comprehensive Student Enrollment: Hudson Bay Campus									
		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	**Institute Credit:**								
TRAINING	SIAST		3		0.9	0	3	0	0.48
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	0	3	0	0.9	0	3	0	0.48
	Industry Credit:								
	Total Industry Credit		8	6	1.8	0	0	16	0.41
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit		4	94	4	0	2	62	2.39
TOTAL SKILLS TRAINING		0	15	100	6.7	0	5	78	3.28
ADULT BASIC EDUCATION	**ABE Credit:**								
	Adult 12	15	3		13.2	7	8	0	10.79
	BE 10	12	5		9.8	5	6	0	7.81
	Academic GED					1	0	0	0.96
	Total ABE Credit	27	8	0	23	13	14	0	19.56
	ABE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies	5			5.7				
	Literacy								
	Total ABE Non-Credit	5	0	0	5.7	0	0	0	0
TOTAL ADULT BASIC EDUCATION		32	8	0	28.7	13	14	0	19.56
UNIVERSITY	***Total University***					0	1	0	0.4
TOTAL ENROLLMENT		32	23	100	35.4	13	19	78	22.84

Service Statistical Report		
	July 1, 2003 - June 30, 2004	July 1, 2004 - June 30, 2005
		Number of Participants
Programming Services:		
Skills Training		
PN Medical Lab (Tisdale)		1
PN Medical Lab (Tisdale)		1
Medical Lab (Melfort)		3
FS/JS		35
Literacy Services:		
Melfort		18
Nipawin		24
Tisdale		24
Hudson Bay		2
Total Literacy Services		68
SCN Special Events	95	159
	July 1, 2003 - June 30, 2004	July 1, 2004 - June 30, 2005
	Number of Contacts	Number of Contacts
Learner Support:		
Exam Invigilation	330	330
Tutor Matching	191	293
Study Skills/Life Management	528	295
Technical Assistance	170	140
Employment Services	327	259
Employer Services	87	48
Total Learner Support Services	**1633**	**1365**
Counselling:		
Career	1464	1189
Academic	1710	1770
Financial	1121	1046
Personal	663	560
Total Counselling Services	**4958**	**4565**

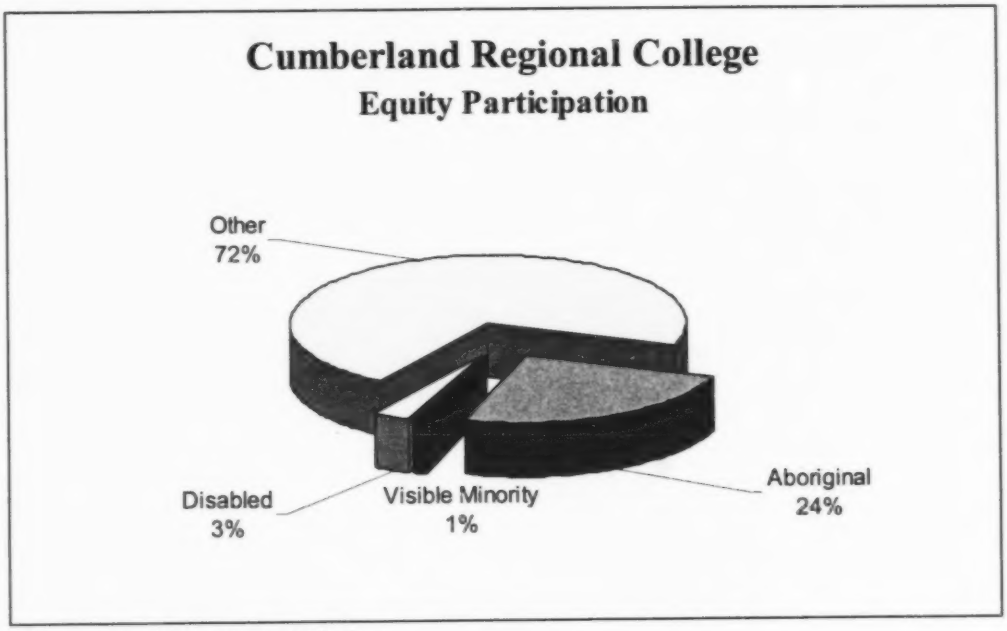
2004-05 statistics are typically lower than the 2003-04 statistics due to inconsistency in tracking service contracts.

Cumberland Regional College

Table 2: Equity Participation Enrollments by Program Groups

	Program Groups	Actuals																							
		2003-2004												2004-2005											
		Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
SKILLS		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
TRAINING	**Institute Credit:**																								
	SIAST	7	5					2	3		35	109	1	21	27	0	0	1	0	1	1	0	55	92	4
	Other:	3	1					1			25	1	0	15	0	0	1	0	0	0	1	0	24	4	0
	Apprenticeship & Trade																								
	Total Institute Credit	10	6	0	0	0	0	3	3	0	60	110	1	36	27	0	1	1	0	1	2	0	79	96	4
	Industry Credit:																								
	Total Industry Credit	0	4	19	0	0	1	0	1	11	0	88	145	9	8	35	0	1	1	0	1	7	9	48	165
	Non-Credit (Industry Non-Credit, Community/Indivudual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	10	1	69	2	0	4	0	3	7	14	63	507	0	2	29	0	0	2	0	1	8	0	63	409
TOTAL SKILLS TRAINING CREDIT		20	11	88	2	0	5	3	7	18	74	261	653	45	37	64	1	2	3	1	4	15	88	207	578
BASIC	**Basic Education Credit:**																								
EDUCATION	Adult 12	40	14	0	5	3	0	8	6	0	85	45	0	50	18	0	6	0	0	4	2	0	78	44	0
	Adult 10	56	5	0	5	2	0	5	1	0	91	14	0	38	11	0	0	0	0	4	2	0	51	18	0
	Academic GED													6	1	0	0	0	0	1	0	0	8	1	0
	Total BE Credit	96	19	0	10	5	0	13	7	0	176	59	0	94	30	0	6	0	0	9	4	0	137	63	0
	Basic Education Non-Credit:																								
	Employability/Life Skills	2						6			8														
	English Language Training																								
	General Academic Studies	5			1			1			26				2									11	
	Literacy	9			1						14			3									10		
	Total BE Non-Credit	16	0	0	2	0	0	7	0	0	48	0	0	3	2	0	0	0	0	0	0	0	10	11	0
TOTAL BASIC EDUCATION		112	19	0	12	5	0	20	7	0	224	59	0	97	32	0	6	0	0	9	4	0	147	74	0
UNIVERSITY	***Total University***	3	3	0	1	0	0	0	0	0	28	36	0	6	6	0	1	0	0	1	2	0	25	56	0
TOTAL ENROLLMENT		135	33	88	15	5	5	23	14	18	326	356	653	148	75	64	8	2	3	11	10	15	260	337	578

These are self declared statistics



These are self declared statistics

Cumberland Regional College

Table 3: Student Success by Program Groups

		Actuals																							
		2003-2004												2004-2005											
	Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit:**																								
	SIAST	10	65	1	13	50	0	19	71	1	0	5	0	6	54	4	36	30	0	14	32	0	2	2	0
	Other:				21	10	0	13	1	0	2	0	0	6	3	0	7	1	0	6					
	Apprenticeship & Trade																								
	Total Institute Credit	10	65	1	34	60	0	32	72	1	2	5	0	12	57	4	43	31	0	20	32	0	2	2	0
	Industry Credit:																								
	Total Industry Credit	0	94	134	0	0	0	0	42	0	0	1	0	1	13	22	8	36	139	0	21	3			
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	62	521										0	63	401									
TOTAL SKILLS TRAINING		10	221	656	34	60	0	32	114	1	2	6	0	13	133	427	51	67	139	20	53	3	2	2	0
Adult Basic Education	**Adult Basic Education Credit:**																								
	Adult 12	23	28	0	29	6	0	15	10	0	21	15	0	21	19	0	36	2	0	15	6	0	31	11	0
	Adult 10	25	8	0	24	5	0	3	7	0	34	3	0	20	1	0	14	6	0	5	0	0	22	6	0
	Academic GED													3									2		
	Total ABE Credit	48	36	0	53	11	0	18	17	0	55	18	0	44	20	0	50	8	0	20	6	0	55	17	0
	Adult Basic Education Non-Credit:																								
	Employability/Life Skills																								
	English Language Training																								
	General Academic Studies	9	23												11										
	Literacy	14						1			1			10											
	Total ABE Non-Credit	23	23	0	0	0	0	1	0	0	1	0	0	10	11										
TOTAL ADULT BASIC EDUCATION		71	59	0	53	11	0	19	17	0	56	18	0	54	31	0	50	8	0	20	6	0	55	17	0
UNIVERSITY	***Total University***	28	36											28	40										
TOTAL ENROLLMENT		109	316	656	87	71	0	51	131	1	58	24	0	95	204	427	101	75	139	40	59	3	57	19	0

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Table 4: Equity Participation Completers and Graduates by Program Groups

		Actuals																	
		2003-2004									2004-2005								
	Program Groups	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	Institute Credit:																		
	SIAST	12	6	5				5	3	2	48	20	15	1	1	0	2	2	0
	Other:	4		3				1	0	1	15	5	1	1	0	1	1	0	1
	Apprenticeship & Trade																		
	Total Institute Credit	16	6	8	0	0	0	6	3	3	63	25	16	2	1	1	3	2	1
	Industry Credit:																		
	Total Industry Credit	23	23	0	1	1	0	12	12	0	51	14	37	2	2	0	7	1	6
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	80	80	0	6	6	0	10	10	0	30	29	0	2	1	0	9	9	0
TOTAL SKILLS TRAINING CREDIT		119	109	8	7	7	0	28	25	3	144	68	53	6	4	1	19	12	7
ADULT BASIC EDUCATION	Adult Basic Education Credit:																		
	Adult 12	54	26	14	8	2	1	14	6	5	68	21	21	6	1	2	6	4	0
	Adult 10	61	17	21	7	1	3	6	2	2	49	16	13	0	0	0	6	1	2
	Academic GED										7	2	0	0	0	0	1	1	0
	Total ABE Credit		43	35	15	3	4	20	8	7	124	39	34	6	1	2	13	6	2
	Adult Basic Education Non-Credit:																		
	Employability/Life Skills																		
	English Language Training																		
	General Academic Studies	5	4	0	1	1	0	1	1	0	3	3							
	Literacy	9	9	0	1	1					3	3							
	Total ABE Non-Credit	14	13	0	2	2	0	1	1	0	6	6							
TOTAL ADULT BASIC EDUCATION		56	35	35	17	5	4	21	9	7	130	45	34	6	1	2	13	6	2
UNIVERSITY	*Total University*	6	6	0	1	1					9	9		1	1		2	2	
TOTAL ENROLLMENT		181	150	43	25	13	4	49	34	10	283	122	87	13	6	3	34	20	9

E= Enrollments
C= Completers
G= Graduates

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